JOSÉ LUIS VILSON, PHD

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Summary

Accomplished scholar with expertise in sociology of the professions and teaching and mentoring experience seeking tenure-track position leveraging leadership, scholarship, and fundraising skills. Recognized for ability to develop strong relationships with proven track record of public scholarship across multiple platforms, community-building in academic and non-profit settings, and working across different stakeholders to build people-centered policy and practice.

Education

Teachers College, Columbia University New York, NY August 2020 – October 2024

- PhD – Sociology and Education, Policy Concentration
- M.Phil – Master of Philosophy
- Dissertation title: *To Be Seen: Perspectives of Teachers of Color on Race, and Professionalism in New York City Public Schools*
- Dissertation Committee: Profs. Amy Stuart Wells (Chair), Ansley Erickson, Yolanda Sealey-Ruiz, Marcelle Mentor, Terrenda Corisa White

City College of New York New York, NY July 2005 – January 2008

- Master of Arts, Master's in Mathematics Education (7th – 12th Grade)

Syracuse University Syracuse, NY July 2000 – August 2004

- Bachelor of Science: Computer Science

Research Expertise/Agenda

Main Expertise: Sociology of the professions (with focus on educator professionalism)

Other Fields of Expertise: sociology of education, sociology of the professions, education policy, urban education, K-12 education, math education, critical race theory, Latinx communities, Black communities

Methods: mixed methodology, qualitative methods

Publications

Books

- Vilson, J. (n.d.). *To Be Seen: How Race and Professionalism Informs the Present and Future of Teaching*, Teachers College Press,. New York, NY. (under review)
  - Solo book from dissertation
  - In Dr. Sonia Nieto's book series within TC Press
- Vilson, J. (2026). *You Already Know: Connecting Student Knowledge to Mathematical Understanding.* Heinemann. Portsmouth, NH.
  - peer and editor reviewed
- Vilson, J. (2014). *This Is Not A Test: A New Narrative on Race, Class, and the Future of Education.* Haymarket Books. Chicago, IL.
  - Has been used in multiple colleges of education and universities for policy and practice
  - Reviewed by Kirkus and endorsed by numerous senior scholars in education
- Berry, B., et. al. (2013). *Teaching 2030: What We Must Do For Our Students And Our Public Schools – Now and In The Future.* Teachers College Press.

Peer-Reviewed Publications/Articles

- Compton, A. and **Vilson, J.** (2026) "Educator↔Activi(st)(sm): Shifting Proximities to Activism Through Transformative Encounters with History." In Varga, B. and Franklin, A. (2026) *Accumulating Proximities.* Under review.
- Compton, A., **Vilson, J.,** Sensharma, A., and Ramos, I. (2026) "**'**I'm not helpless. I'm not hopeless': Getting unstuck from the cruel optimism of teacher activism." Under review.

- Wells, A.S., Scott, J., Bloom-Destefano, J., Leibovitz, T., & **Vilson, J.** (TBD). "Why Education Researchers Matter Now: The Role of Research in Building and Sustaining Social Movements" as part of Public Learning for a Multiracial Democracy project (sponsored by William T. Grant Foundation)
- **Vilson, J.** (2015). "The Need for More Teachers of Color." American Educator. Washington, DC.
- **Vilson, J.** (2017). Love as a Language for Educational Justice, The Educational Forum, 81:4, 360-362, DOI: 10.1080/00131725.2017.1353324
- **Vilson, J. L.** (2017). In the Classroom: Pedagogy to Activate Student Voices. *Voices in Urban Education.* https://eric.ed.gov/?id=EJ1137659
- Lala, E., Bhattacharya, K., Nieto, S., & **Vilson, J. L.** (2021). "Walk in Grace": A Kitchen-Table Talk on Cultivating Care, Dignity, Love, and Respect in Education. *Equity & Excellence in Education*, *54*(3), 220–235. https://doi.org/10.1080/10665684.2021.2021611 (peer reviewed)

Works In Process

- **Vilson, J.** (n.d.) "The Social Construction of Teacher Professionalism"
- **Vilson, J.** (n.d.) "The Educational Is Political: How Teachers Make Meaning of Multi-Level Politics On Their Labor"
- **Vilson, J.** and Compton, A. (n.d.) "Responsive by Design: Transcending Traditional Design Research Towards Transformative Teacher Professional Learning Futures"

Essay Featured in

- Glover, M. & Keene, E.O. (2014) *The Teacher You Want To Be: Essays About Children, Learning, and Teaching.* Heinemann Publishing
- Intrator, S. & Scribner, M. (2014). *Teaching With Heart: Poetry That Speaks To The Courage To Teach.* Wiley.
- Roscher, E. (2013). Chapter: Foreword. *Keeping the Faith in Education.* Avenida Books.

Interviews About

- Spall, B. and Xander, M. (2018). *My Morning Routine: How Successful People Start Every Day Inspired*, Penguin Random House. New York, NY.
- Berry, B., Byrd, A., and Weider, A. (2013) *Teacherpreneurs: Innovative Teachers Who Lead But Don't Leave.* Jossey-Bass.

Published Popular Press (selected)

- Vilson, J. (Summer 2019). "Higher Learning: Empowering Youth Through Culturally Responsive Education," Essence Magazine
- Vilson, J. (2019). "The New York City school controversy shows why standardized testing is broken," Vox.
- Vilson, J. (2017). Math Was Never Neutral. *QED Medium, October*, *29*, 2017.
- Vilson, J. (2018). "American Schoolteachers Are Heroes. They Shouldn't Have To Be." Huffington Post.
- Vilson, J. (2016). "Testing Students for Grit Is Another Marker of School Inequity." New York Times.
- Vilson, J. (2016). "What 'Diversity' Really Means: Teachers of Color and Education Reform." The Progressive.
- Vilson, J. (2013). "Engaging Teachers in Math." Edutopia.
- Vilson, J. (2012). "Are we doing enough to make sure our kids aren't racist?" CNN.
- Vilson, J. (2011). "How Jay-Z Can Help Us Remix Education," Education Week.

Research Experience

Public Engagement and Research Initiative (PERI) – Bank Street College of Education

New York, NY — September 2024 – Present

- Postdoctoral Research Fellow – Bank Street College of Education
- Co-leads the Summit on Undergraduate Pathways into Education
  - Working with undergraduate education program consortium to create workshops and experiences to prepare undergraduate students for post-bachelor work in school-based professions
    - Sponsored by the Spencer Foundation
  - Interviewed undergraduate students on their meaning-making about their experiences in education studies and teacher education programs in their respective colleges
  - Collaborating with liberal arts colleges and universities towards a "education studies" coalition

- Developed infrastructure including forms, communication templates, and workshop structures and presenters
- Contributed to National Academy of Education's amicus brief to the Court of Appeals for the Tenth Circuit (September 3, 2025)
  - Provided socio-historical research for context, including laws, policies, and cases related to the harmful effects of censorship on the bases of race and/or sex in K-12 schools
  - Co-edited works in alignment with various stakeholders' responses, including the NAEd board and the ACLU
  - Presented findings and processes for future efforts related to using research for policy and legal efforts at the National Academy of Education Annual Meeting in Washington, DC
  - This effort was supported by funds from the William T. Grant Foundation to support post-doctoral researchers
- Co-leads the Building for Education And Democracy professional development conferences
  - Working with different to create workshops and experiences to prepare undergraduate students for post-bachelor work in school-based professions
  - Developing a prospective research study of teachers and understanding their roles in advancing democracy locally and nationally
  - Collaborating with liberal arts colleges and universities towards a "education studies" coalition
  - Built infrastructure including forms, communication templates, and workshop structures and presenters
  - Contributes to and edits research grant applications for different departments in collaboration with our initiative

Teacher Learning and Education Activism – Teachers College, Columbia University

New York, NY August 2022 – Present

- Co-Researcher – Teachers College, Columbia University
- Contributed to development of multi-year project aimed at understanding how researchers and educators can collaborate to develop a transformational approach to professional development through the content of educational history in New York City
- Recently received a two-year $400K Research-Practice Partnerships grant from the Spencer Foundation to study the relationship between sociohistorical thinking and teacher praxes using our summer institute and ongoing monthly meetings as a research hub
  - a collaboration between EduColor (see below) and the TC Center on History and Education
- Conducted virtual interviews and focus groups with multiple educators in different contexts
- Co-developed proposal to present findings at American Education Research Association conference in 2024

Education Research Fellow, Education Policy – New America

Washington, DC March 2025 – Present

- One of four research fellowships given to burgeoning education policy analysts
- Focused on the intersections of large language models/artificial intelligence and the teaching profession
- Will produce three research-based articles by the end of the fellowship
  - First article: "AI and the Human Work of Teaching"
    - Focused on the general landscape of both how teachers are using AI tools and what's missing in the AI in education conversation
- Participated in convenings with experts in the field of AI in education including students, practitioners, and researchers
- Sponsored by the Hewlett Foundation

The Public Good, A Public School Support Organization – Teachers College, Columbia University

New York, NY August 2020 – August 2022

- Graduate Research Assistant – Teachers College, Columbia University
- Contributed to development of multi-year project aimed at understanding educators' perspectives on public education in their communities

- Conducted virtual interviews with multiple educators in different contexts
- Developed two-week institute that invited educators to contribute and learn from peers about education activism with pedagogy and context in mind
- Collaborated and coordinated with peers and faculty to present findings
- Worked on separate study entitled Public Learning for a Multiracial Democracy
  - This project examines the use of interdisciplinary research in debates around curriculum and pedagogy
  - Reading through and providing feedback for papers provided by research teams across multiple disciplines
  - Co-write paper entitled "Why Education Researchers Matter Now: The Role of Research in Building and Sustaining Social Movements" with multiple scholars
  - Led by Dr. Amy Stuart Wells and Dr. Janelle Scott
  - Funded by the William T. Grant Foundation
  - Assisted with promotion and organization of corresponding AERA symposium (see "Research Panels and Symposia" below)

Grants and Awards

As Postdoctoral Researcher

- Spencer Foundation Research-Practice Grant (collaboration between EduColor and TC Center on History and Education)
  - $400 over 2.5 years with institutional support from Teachers College, Columbia University
- Supported acquiring six-figure grant funding for PERI (fundraising and development), including:
  - Spencer Foundation
  - Rockefeller Brothers Foundation
  - Fairchild Foundation
  - Wallace Foundation
  - Booth Ferris Foundation

As Graduate Student

- IUME Gordon Scholar (2022)
- Carole Sleeper Endowed Fund/Scholarship (August 2020 – August 2023)

Service Activities

Reviewer

- American Education Research Association, SIG-Mixed Methods Research, Paper and Session Reviewer (2026)
- Schools: Studies in Education, University of Chicago (2025)
- American Education Research Association, Division D, Section 4: Multiple and Mixed Methods, Session Reviewer (2025)
- American Education Research Association, Division G, Section 4: Social Contexts of Educational Policy and Politics, Session Reviewer (2018)
- American Education Research Association, Division G, Section 1: Micro-analyses of the social contexts of teaching and learning, Session Reviewer (2017)
- American Education Research Association, Division G, Session Reviewer (2017)

Dissertation Committee

- Ameera Nagle, Concordia University of Wisconsin, Dissertation Committee (2026)

Conference Planning

- National Council of Teachers of Mathematics 2022, Planning Committee Los Angeles, CA
- AERA Annual Meeting Program Planning Committee, New York, NY (2018)

Professional Development

Peer-Reviewed Research Presentations (Selected)

- National Council for the Social Studies College and University Faculty Assembly (CUFA) 2026 Paper Symposium, 'I'm not helpless. I'm not hopeless': Getting unstuck from the cruel optimism of teacher activism with Allyson Compton, Ivelisse Ramos, and Anuraag Sensharma. Chair and Discussant: Ryan Crowley. December 2025. Washington, DC.

- American Education Research Association Annual Meeting, AERA2025 Presidential Session, "Evidence for the Right to Learn Research Responses to Bans on Teaching and Learning." Chair: Amy Stuart Wells and AERA 2025 President Janelle Scott. Participants: Derek Black, Jessica Blum-DeStefano, Jennifer Jellison Holme, Gloria Ladson-Billings, Talia S. Leibovitz, and José Vilson. Discussants: Adam Gamoran and Leah Watson. April 2025. Denver, CO.
- American Education Research Association Annual Meeting, Graduate Student Council. "Critical Intersections of K-12 Education and Racial Diversity". Chair: Jose Vilson. Discussant: Marcelle Mentor. Participants: Joshua Modeste, Gerardo Muñoz, Annie Phan, Crystal Watson. April 2025. Denver, CO.
- American Education Research Association Annual Meeting, Paper Session, "Co-Creating Constellations: Professional Learning Around Education Activism as a Relational Space." Participants: Allyson Compton, Ivelisse Ramos, Anuraag Sensharma, Jose Vilson. April 2025. Denver, CO.
- American Education Research Association, Co-Presenter, "From Exploring Antiracist Praxis to Reimagine Education Policy: Educators' Calls for Structural Change" with Researching RESI for the Public Good (RRPG) Project. AERA Symposium. San Diego. April 2022
- American Education Research Association Annual Meeting, Division K Fireside Chat, Panelist, "Teaching, Activism, & Resistance in the Era of Trump: Implications for (Prospective) Teacher Educators." Graduate Student Council; Chairs: Josephine Pham, Wagma S. Mommandi, Katherine Schultz, with Participants: Drs. Michelle Fine, Leigh Patel, Rochelle Gutierrez, Edward Brockenbrough, April 2018, New York, NY
- American Education Research Association Annual Meeting, Presidential Session, Moderator, "An Invitation to Teaching Toward Social Justice" with members of EduColor, April 2018, New York, NY
- American Education Research Association Annual Meeting, Presidential Session, Moderator, "An Invitation to Teaching Toward Social Justice" with members of EduColor, April 2018, New York, NY
- American Education Research Association Annual Meeting, "Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights from National Teaching Fellows," Chair: David Johns; with Participants: Audra Watson, Travis Bristol, Tolani Britton, Terrenda Corisa White, April 2016
- Teaching and Learning Conference, Panelist, "Teacher Diversity" with Linda Darling-Hammond, Bettye Perkins, Washington, DC, 2015

Speaker / Presenter (Selected)

- Smith College, 2026, Jane Grossman Cecil '50 and Donald Cecil Memorial Lecture on Education, "Education is Political: An Educator's Journey to Activism and Scholarship"
- SXSWEDU 2025, "Elevating the Teaching Profession with Latinx Educators" featuring 2021 National Teacher of the Year Juliana Urtubey and Rodrigo Rodriguez-Tovar, NBCT
- Center for Research on Expanding Educational Opportunity (CREEO), Berkeley School of Education, Berkeley, CA 2024
- Reimagining Education Summer Institute, Speaker, "The Profession We All Deserve," Teachers College, Columbia University, July 2023
- National Council of Teachers of Mathematics, Annual Conference, Closing Keynote, "A Moment of Hope: Why We Must Do What We Must Do," Los Angeles, CA, September 2022
- World Innovation Summit for Education, "The Change-Making Teachers: Raising Awareness on Social and Racial Justice in Education," Doha, Qatar, December 2021
- Illinois Legislator Retreat, Hunt Institute, Panelist, "Diversifying the Educator Workforce," Chicago, IL, August 2021
- National Council of Teachers of Mathematics, Annual Conference, Opening Keynote, "Union, Intersections, and Complements," Virtual, March 2021
- Congressional Black Caucus Annual Legislative Conference, Center for American Progress Featured Session, "Advancing a Race Equity Education Agenda," Washington, DC, September 2019
- National Council of Teachers of Mathematics Conference, Keynote Speaker in San Diego, CA, April 2019
- National Council of Teaching English Annual Conference, Featured Speaker, Austin, TX, November 2018
- University of Colorado, Teachers of Color and Allies Conference Keynote Speaker, October 2018
- National Urban League, Briefing: Educators Speak, Panelist with Kelisa Wing, New Orleans, LA, October 2018
- TED, Keynote Speaker, "No conversation about education without teacher voice," September 2018
- World Innovation Summit for Education (WISE@NY), New York City, Panelist, "Learning Revolutions: Creating Educational Environments for Empowerment and Inclusion," September 2018
- SXSWEDU 2018 Featured Speaker, "How Educators Lead with Equity In Mind," April 2018, Austin, TX

- Columbia University Teachers College Reading and Writing Project, Social Justice Saturday, Keynote Speaker, September 2018, New York, NY
- The Leadership Conference on Human and Civil Rights, Panelist, "Present in the Classroom: Educators of Color and Native Educators on Creating Racial Justice in Education," May 2018, Washington, DC
- National Council of Teachers of Mathematics Conference in San Antonio, TX, Speaker, May 2017
- University of Michigan, School of Education / TeachingWorks, Discussant, with Drs. Deborah Ball and Jennifer Langer-Osuna, February 2017
- Coalition of Essential Schools Conference, Keynote Speaker, "#EduColor and the Future of Race in Schools," December 2016
- Clinton School of Public Service, William Jefferson Distinguished Speaker, "NobleTalks," Little Rock, AK
- National Summit on Teacher Diversity, US Department of Education, May 2016
- New Teacher Symposium, Speaker, "Teacher Leadership", San Francisco, 2015
- Woodrow Wilson Foundation, Keynote Speaker, "Teacher Leadership in the Age of Common Core," Chicago, IL, 2014
- TEDxNYED, Speaker, "Redefining Teacher Voice," Queens, NY, April 2012

Teaching & Mentoring Experience (Higher Ed)

Adjunct Assistant Professor – Teachers College, Columbia University

Sociology of Teaching and Learning (EDPS 5005)
Spring 2025, 2026

Sociology of Urban Education (EDPS 4022)
Fall 2025, 2026

Education and Public Policy (EDPS 4000)
Summer: 2022-2026

Master's Integrative Project in Sociology and Education (EDPS 6021)
Fall 2022 - Spring 2023

Teaching Assistant

Sociology of Knowledge: Ideology, Racial Politics, and Policy (EDPS 5050)
Fall 2022

Sociology of Urban Education (EDPS 4022)
Spring 2022

Reimagining Education Summer Institute
March 2021-August 2022

Additional Professional Experience

EduColor

Founder, Executive Director, 2014 - Present

- Built a financial structure for the organization that surpassed $600,000 in five years
- Consult organizations, policymakers, and schools in creating capacity for discussions on race, class, and other sensitive and relevant topics
  - Wrote preamble for 2021 mayoral candidate Maya Wiley's education plan
  - Part of writing/policy team of New Yorkers for Racially Just Public Schools
- Created a multi-methods research-practice collaboration with the Center for American Progress to study the effects of COVID, racial justice, and education policy with over 2000 participants
- Provide educators across the country with resources for creating equitable classrooms
- Create professional development sessions on a plethora of equity initiatives online and in schools
- Constructed virtual annual summits centered on pedagogy, teacher leadership, and retention since 2020 with keynote speakers including leading educators, policymakers, authors, scholars from across the country and internationally
- Developed partnerships with TED, US Department of Education, National Education Association, Wikimedia, Learning for Justice, SXSWEDU, Teaching for Change, and others

- Organized monthly Twitter chats on various topics involving education and social justice
  - About 25 thousand followers on @EduColorMVMT (Twitter)

Inwood Intermediate School (IS 52)

Middle School Mathematics Teacher July 2005 – September 2020

- Co-plan math lessons and labs as part of the Marilyn Burns program
- Coordinate and implement math interim assessments
- Create and implement diagnostic math tests for 6th, 7th, and 8th grade classes
- Participate in the implementation of decisions to support the school community and the needs of our students
- Member of the 7th and 8th grade math collaborative lesson planning teams
- Collaborated with the Science Department to create an interdisciplinary Math-Science curriculum
- Taught honors, Regents-level, opted-out English language learner, and integrated special education co-teaching classrooms since 2010 sixth through eighth grade classes
- Modeled lessons for professional development within the school as well as part of District 6 (math lab teacher)

Math Coach New York, NY June 2009 – November 2012

- Developed curriculum maps, unit plans, and pacing calendars for the entire school year
- Supported teachers in pedagogy and classroom management in the classroom and shared best practices
- Created online data management systems for all teachers within the school
- Conducted professional development sessions on data management and creative technology solutions in the classroom
- Assisted in designing school-wide teacher rubrics and accompanying documents
- Analyzed and implemented Common Core Learning Standards tasks for the citywide pilot program
- Communicated with parents, teachers, staff members about the standards and expectations of the math department

Organizational/ Leadership Experience

National Board of Professional Teaching Standards

Board of Directors, 2020 - Present

- Serve on Executive Board, Finance Committee
- Advises President and staff of NBPTS on various matters related to the operation of the organization
- Lead the Policy and Advocacy Committee
  - Co-organized first NBPTS Hill Day, connecting board directors with their US congresspeople to advocate for the teaching profession
- Represents NBPTS at requested functions and correspondence with partners
- Collaborate with fellow board members on expansion of and strategy for reach within New York State and other key geographic areas

Coalition of Educational Justice / NYU Metro Center

Participant, 2018 - 2023

- Co-wrote definition of "culturally responsive education" as part of a broad coalition of NYC-based stakeholders, which was adapted by the NYC Department of Education in July of 2019
- Advocated for the use of culturally responsive education to policymakers, practitioners, and researchers on behalf of the organization
- Developed workshops on the history of education for their 2019 NYC parent conference at Teachers College, Columbia University

PowerMyLearning

Board of Directors, 2021 - Present

- Serve on Governance and Finance Committee
- Advises President and staff of PowerMyLearning on various matters related to the operation of the organization
- Collaborate with fellow board members on expansion of and strategy for reach within New York City and other key geographic areas

Math for America

Strategic Consultant, 2021 – 2023

- Works with executive members (CEO, COO, others) on operational goals and teacher-facing initiatives
- Facilitates conversations with teachers within fellowships
- Mentors teachers and visits classrooms

Center for Teaching Quality

Board of Directors, 2011 - 2016

- Serve on Finance and Audit Committee for the organization
- Make recommendations on pertinent issues for the present and future of the organization
- Collaborate with fellow board members on guidance and initiatives pertaining to the organization

Latino Alumni Network of Syracuse University (LANSU)

Founder and President, 2004 – 2013, President Emeritus, 2013 - Present

- Created first alumni association for Latinos on the Syracuse University campus
- Collaborated with the Program Development Office of Syracuse University and Lubin House on workshops such as "Latinos in the Media" with Marcus Solis '91 of ABC and Audrey Puente '93 of CBS
- Help induct incoming students to Syracuse University through the annual Send-Off at Syracuse University's Lubin House in New York, NY.

Related Skills

Licenses and Accomplishments

- Professional License in New York State (7-12, Mathematics)
- National Board Certified Teacher (Mathematics, November 2016)
- Math for America Master Teacher Fellowship, 2014 – 2020
- Coalition of Educational Justice / Urban Youth Collective Honoree (Culturally Responsive Educators), 2019
- Hispanic Coalition of New York, Rising Star of the Year, 2016

Languages

- Fluent: English and Spanish

References

Travis Bristol, Professor, Teacher Education and Education Policy
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Ansley Erickson, Associate Professor of History and Education Policy
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